



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12001494  
SAU: MSAD 06  
School: Samuel D Hanson School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

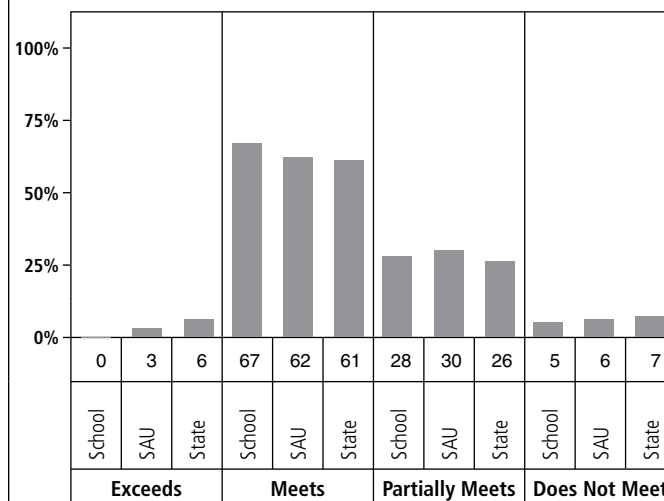
SAU: MSAD 06

School: Samuel D Hanson School

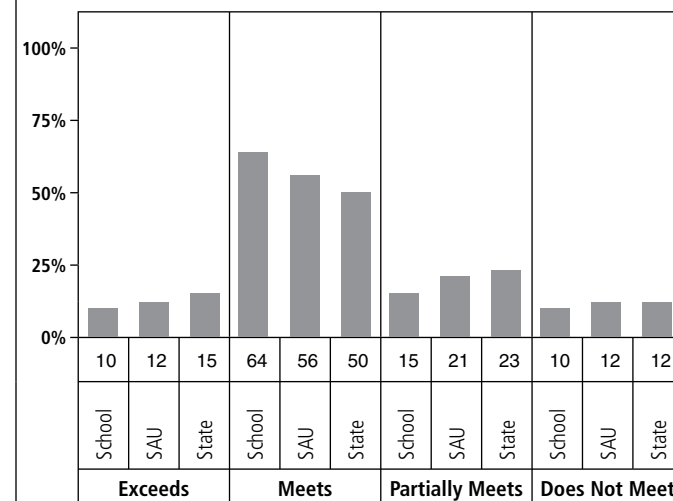
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	543	543	544
2007–2008	543	543	545
<b>2008–2009</b>	<b>545</b>	<b>544</b>	<b>546</b>
Cum. Avg.*	544	543	545
<b>Mathematics</b>			
2006–2007	543	541	546
2007–2008	543	543	546
<b>2008–2009</b>	<b>548</b>	<b>546</b>	<b>547</b>
Cum. Avg.*	545	543	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>545</b>	<b>543</b>	<b>543</b>

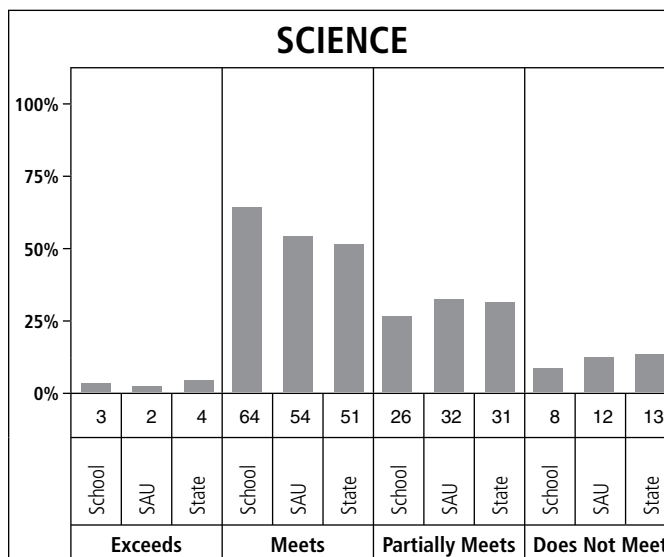
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	39	100	303	100	14212	100	39	100	302	100	14135	100	39	100	302	100	14144	100	39	100	301	99	14137	100
<b>Ethnicity</b> African American/Black	1	3	2	1	397	3	1	100	2	100	388	98	1	100	2	100	393	99	1	100	2	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	3	3	1	259	2	1	100	3	100	253	98	1	100	3	100	258	100	1	100	3	100	257	99
Hispanic	0	0	1	0	175	1	0	0	1	100	172	99	0	0	1	100	172	99	0	0	1	100	173	99
Caucasian/White	37	95	297	98	13271	93	37	100	296	100	13212	100	37	100	296	100	13211	100	37	100	295	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	21	48	16	2479	17	8	100	48	100	2454	100	8	100	48	100	2455	100	8	100	47	98	2451	99
<b>Current LEP</b>	1	3	2	1	374	3	1	100	2	100	359	96	1	100	2	100	370	99	1	100	2	100	366	98
<b>Economically disadvantaged</b>	19	49	121	40	5848	41	19	100	120	99	5815	100	19	100	120	99	5819	100	19	100	119	98	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	32	82	245	81	10849	76	32	82	245	81	10872	76	32	82	245	81	10976	77
Identified disability (PET/IEP)	1	3	2	1	298	3	1	3	2	1	307	3	1	3	2	1	338	3
LEP	1	3	2	1	170	2	1	3	2	1	169	2	1	3	2	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	7	18	55	18	3122	22	7	18	56	18	3124	22	7	18	55	18	3019	21
Identified disability (PET/IEP)	7	100	44	80	1992	64	7	100	45	80	2000	64	7	100	44	80	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	11	20	907	29	0	0	11	20	886	28	0	0	11	20	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	1	164	1	0	0	1	0	148	1	0	0	1	0	142	1
Identified disability (PET/IEP)	0	0	2	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	1	0	58	0	0	0	1	0	49	0	0	0	2	1	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	8	3	702	5
	2007-2008	0	0	4	1	659	5
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>836</b>	<b>6</b>
	Cum. Total*	0	0	20	2	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	8	47	145	53	7730	55
	2007-2008	24	56	175	55	8195	58
	<b>2008-2009</b>	<b>26</b>	<b>67</b>	<b>186</b>	<b>62</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	58	59	506	57	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	9	53	89	32	4182	30
	2007-2008	11	26	94	30	3800	27
	<b>2008-2009</b>	<b>11</b>	<b>28</b>	<b>89</b>	<b>30</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	31	31	272	31	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	33	12	1419	10
	2007-2008	8	19	43	14	1362	10
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>17</b>	<b>6</b>	<b>973</b>	<b>7</b>
	Cum. Total*	10	10	93	10	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.3	63.1	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.7	61.3	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.6	65.0	15.2	63.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 06

School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	39	0	0	26	67	11	28	2	5	545	300	3	62	30	6	544	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	1										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										3						252	11	58	21	11	547
Hispanic	0										1						166	4	54	32	10	543
Caucasian/White	37	0	0	25	68	10	27	2	5	545	294	3	62	29	6	544	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	6	75	0	0	539	46	0	33	52	15	537	2290	0	29	47	23	537
No	31	0	0	24	77	5	16	2	6	546	254	3	67	26	4	546	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	1										2						354	1	35	34	30	538
No	38	0	0	26	68	10	26	2	5	545	298	3	62	29	6	544	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	19	0	0	12	63	7	37	0	0	545	119	2	64	28	7	544	5716	2	51	35	12	542
No	20	0	0	14	70	4	20	2	10	545	181	3	61	31	5	545	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	39	0	0	26	67	11	28	2	5	545	300	3	62	30	6	544	13963	6	61	26	7	546
<b>Gender</b>																						
Female	14	0	0	10	71	3	21	1	7	545	139	3	68	25	4	545	6882	8	62	24	6	547
Male	25	0	0	16	64	8	32	1	4	545	161	2	57	34	7	544	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	7	39	10	56	1	6	541	103	1	47	44	9	541	1914	1	41	44	14	540
No	21	0	0	19	90	1	5	1	5	548	197	4	70	22	4	546	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	2										16	25	69	6	0	556	450	26	72	2	0	557
No	37	0	0	24	65	11	30	2	5	544	284	1	62	31	6	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	44	56	0	543	4	2	40	34	24	540
B. less than one hour	90	0	0	24	69	9	26	2	6	545	81	3	62	30	5	544	70	6	63	26	6	546
C. one to two hours	10	0	0	2	50	2	50	0	0	542	15	2	67	23	7	545	24	7	61	26	6	546
D. more than two hours	0										1	0	25	25	50	532	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	0	0	8	67	3	25	1	8	544	30	4	70	22	3	547	36	10	67	18	5	549
B. good	62	0	0	15	63	8	33	1	4	545	49	2	62	30	6	544	47	5	62	27	6	546
C. fair	8	0	0	3	100	0	0	0	0	551	18	2	56	35	8	542	15	2	47	40	12	541
D. poor	0										3	0	13	75	13	537	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	18	0	0	5	71	1	14	1	14	548	23	3	60	30	7	544	31	9	65	20	5	548
B. They match some of what I have learned.	53	0	0	16	80	4	20	0	0	546	61	3	66	28	3	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	24	0	0	4	44	5	56	0	0	542	13	0	56	33	10	542	10	3	45	38	14	542
D. There is no match.	5	0	0	1	50	1	50	0	0	539	3	0	30	60	10	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	26	0	0	8	80	1	10	1	10	545	18	0	55	34	11	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	62	0	0	14	58	10	42	0	0	545	63	4	66	28	3	545	64	7	63	25	5	547
C. easier than my regular schoolwork	13	0	0	4	80	0	0	1	20	544	18	2	57	30	11	543	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	0	0	3	75	1	25	535	10	0	36	43	21	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	50	0	0	13	68	6	32	0	0	545	55	1	64	32	3	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	39	0	0	12	80	2	13	1	7	547	35	7	65	22	6	547	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	5	100	0	0	0	0	551	18	4	74	21	2	547	20	10	64	21	5	548
B. 20 minutes to an hour	69	0	0	18	67	7	26	2	7	544	44	3	67	26	5	545	56	7	65	24	5	547
C. less than 20 minutes	13	0	0	3	60	2	40	0	0	543	17	2	53	35	10	542	10	3	52	33	12	543
D. I rarely read at home.	5	0	0	0	0	2	100	0	0	540	21	2	50	40	8	542	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	18	0	0	3	43	2	29	2	29	541	39	1	55	33	11	542	25	3	53	33	11	543
B. six to ten pages	24	0	0	8	89	1	11	0	0	546	31	2	71	24	2	546	26	6	61	26	7	546
C. eleven or more pages	58	0	0	14	64	8	36	0	0	546	30	6	62	29	2	546	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										33	0	50	0	50	535						
B.	0										50	0	0	100	0	535						
C.	0										0											
D.	0										17	0	0	100	0	536						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	15	5	1711	12
	2007-2008	5	12	27	9	1617	12
	<b>2008-2009</b>	<b>4</b>	<b>10</b>	<b>36</b>	<b>12</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	9	9	78	9	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	9	53	123	45	6778	48
	2007-2008	17	40	144	46	7284	52
	<b>2008-2009</b>	<b>25</b>	<b>64</b>	<b>168</b>	<b>56</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	51	52	435	49	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	8	47	93	34	3884	28
	2007-2008	10	23	98	31	3341	24
	<b>2008-2009</b>	<b>6</b>	<b>15</b>	<b>62</b>	<b>21</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	24	24	253	28	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	0	0	45	16	1683	12
	2007-2008	11	26	47	15	1778	13
	<b>2008-2009</b>	<b>4</b>	<b>10</b>	<b>35</b>	<b>12</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	15	15	127	14	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	26.3	54.8	25.2	52.5	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.4	57.8	9.8	54.4	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.4	54.0	5.2	52.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.3	43.0	4.4	44.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.2	62.0	5.8	58.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 06

School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	39	4	10	25	64	6	15	4	10	548	301	12	56	21	12	546	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	1										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										3						257	19	50	20	12	548
Hispanic	0										1						166	9	43	31	17	543
Caucasian/White	37	4	11	23	62	6	16	4	11	548	295	12	55	21	12	546	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	4	50	2	25	2	25	540	47	0	32	36	32	533	2307	3	32	32	33	536
No	31	4	13	21	68	4	13	2	6	550	254	14	60	18	8	549	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										2						365	5	33	30	32	536
No	38	4	11	24	63	6	16	4	11	548	299	12	56	21	12	546	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	19	2	11	11	58	4	21	2	11	547	119	8	58	21	13	545	5731	7	46	29	18	542
No	20	2	10	14	70	2	10	2	10	550	182	15	54	20	10	547	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	39	4	10	25	64	6	15	4	10	548	301	12	56	21	12	546	13988	15	50	23	12	547
<b>Gender</b>																						
Female	14	0	0	10	71	3	21	1	7	547	140	10	56	19	15	545	6889	14	51	23	12	546
Male	25	4	16	15	60	3	12	3	12	549	161	14	55	22	9	547	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	8	44	6	33	4	22	539	103	0	46	33	21	538	1918	3	39	36	22	539
No	21	4	19	17	81	0	0	0	0	556	198	18	61	14	7	550	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	2										16	63	31	6	0	566	450	64	34	2	0	564
No	37	2	5	25	68	6	16	4	11	547	285	9	57	21	12	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 06

School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	67	22	11	545	4	8	38	26	28	539
B. less than one hour	90	4	11	22	63	6	17	3	9	549	81	13	56	22	10	547	70	15	52	23	10	547
C. one to two hours	10	0	0	3	75	0	0	1	25	541	15	12	56	14	19	545	24	15	51	23	11	547
D. more than two hours	0										1	0	25	25	50	526	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	31	4	33	7	58	0	0	1	8	558	30	25	54	13	8	552	34	28	50	14	8	552
B. good	44	0	0	14	82	2	12	1	6	547	41	10	64	16	10	547	45	11	54	24	10	546
C. fair	26	0	0	4	40	4	40	2	20	539	24	3	54	30	13	542	18	3	45	33	19	540
D. poor	0										5	0	25	50	25	535	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	36	2	14	8	57	4	29	0	0	549	41	17	54	22	7	549	38	22	52	19	7	550
B. They match some of what I have learned.	49	2	11	12	63	2	11	3	16	549	46	11	57	18	14	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	0	0	4	80	0	0	1	20	544	11	0	62	18	21	540	11	6	40	30	24	540
D. There is no match.	3	0	0	1	100	0	0	0	0	550	2	0	40	60	0	540	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	18	1	14	4	57	1	14	1	14	546	17	8	50	24	18	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	72	1	4	19	68	5	18	3	11	547	63	12	56	20	11	547	64	15	53	23	10	547
C. easier than my regular schoolwork	10	2	50	2	50	0	0	0	0	562	20	16	60	17	7	550	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										5	0	33	33	33	535	7	6	39	27	27	539
B. 30–45 minutes	54	1	5	12	57	4	19	4	19	543	27	9	59	19	14	545	28	9	49	28	15	544
C. 45–60 minutes	36	2	14	10	71	2	14	0	0	553	29	11	60	16	13	547	41	17	53	21	9	548
D. more than 60 minutes	10	1	25	3	75	0	0	0	0	557	39	17	54	23	6	548	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	10	0	0	3	75	1	25	0	0	550	13	3	61	21	16	543	6	14	43	24	20	543
B. two or three days a week	46	3	17	10	56	2	11	3	17	549	37	12	61	17	10	547	24	17	52	21	10	548
C. two or three times each month	38	1	7	10	67	3	20	1	7	548	37	16	53	20	11	548	33	17	52	21	9	548
D. never or almost never	5	0	0	2	100	0	0	0	0	547	13	11	45	32	13	543	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	18	2	29	4	57	1	14	0	0	555	27	15	49	22	14	546	23	13	47	26	15	545
B. two or three days a week	51	1	5	13	65	3	15	3	15	546	33	9	60	19	11	547	31	17	52	21	10	548
C. two or three times each month	28	1	9	7	64	2	18	1	9	547	27	18	49	21	13	547	27	17	52	21	10	548
D. never or almost never	3	0	0	1	100	0	0	0	0	558	13	3	74	18	5	545	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	50	50	525						
B.	0										50	0	33	33	33	528						
C.	0										0											
D.	0										17	0	100	0	0	548						

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	3	5	2	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	25	64	163	54	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	10	26	96	32	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	8	36	12	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	30.4	63.3	29.3	61.0	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.2	55.0	12.7	52.9	12.9	53.8
<b>E. The Living Environment</b>	24	50	17.1	71.3	16.5	68.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 06

School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	39	1	3	25	64	10	26	3	8	545	300	2	54	32	12	543	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	1										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										3						256	5	51	27	17	542
Hispanic	0										1						167	1	40	37	22	539
Caucasian/White	37	1	3	23	62	10	27	3	8	545	294	2	55	32	11	543	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	4	50	3	38	1	13	540	46	0	24	43	33	535	2309	2	29	39	29	536
No	31	1	3	21	68	7	23	2	6	546	254	2	60	30	8	545	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	1										2						361	1	23	32	44	533
No	38	1	3	24	63	10	26	3	8	545	298	2	54	32	12	543	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	19	1	5	11	58	5	26	2	11	545	118	2	50	31	18	542	5729	2	42	37	20	539
No	20	0	0	14	70	5	25	1	5	545	182	2	57	33	8	544	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	39	1	3	25	64	10	26	3	8	545	300	2	54	32	12	543	13987	4	51	31	13	543
<b>Gender</b>																						
Female	14	0	0	7	50	7	50	0	0	543	140	0	51	37	11	542	6886	4	49	33	14	542
Male	25	1	4	18	72	3	12	3	12	546	160	3	57	28	13	544	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	18	0	0	6	33	9	50	3	17	538	103	0	32	50	17	538	1917	1	31	41	28	536
No	21	1	5	19	90	1	5	0	0	550	197	3	66	22	9	546	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	2										16	19	81	0	0	559	450	25	72	2	1	557
No	37	1	3	23	62	10	27	3	8	544	284	1	53	34	13	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 06

School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	33	67	0	542	4	2	37	35	25	538
B. less than one hour	90	1	3	24	69	7	20	3	9	545	81	1	57	30	12	543	70	4	53	31	12	544
C. one to two hours	10	0	0	1	25	3	75	0	0	541	15	5	49	37	9	544	24	5	51	31	12	544
D. more than two hours	0										1	0	0	25	75	527	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	28	1	9	7	64	1	9	2	18	543	24	3	57	21	19	543	26	7	56	26	11	545
B. good	46	0	0	11	61	6	33	1	6	545	52	2	58	32	8	544	53	4	53	31	11	544
C. fair	21	0	0	6	75	2	25	0	0	548	21	0	46	44	10	542	18	2	41	39	17	540
D. poor	5	0	0	1	50	1	50	0	0	546	4	0	27	45	27	537	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	13	0	0	3	60	1	20	1	20	543	17	0	54	32	14	542	23	5	56	28	11	544
B. They match some of what I have learned.	49	1	5	13	68	4	21	1	5	547	52	3	59	27	10	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	28	0	0	6	55	4	36	1	9	542	26	0	49	38	13	542	23	4	49	33	14	543
D. There is no match.	10	0	0	3	75	1	25	0	0	544	5	0	33	53	13	539	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	26	1	10	5	50	3	30	1	10	546	25	3	53	36	8	545	23	5	48	31	16	543
B. about the same as my regular schoolwork	62	0	0	16	67	6	25	2	8	545	56	1	53	32	14	543	58	4	52	32	12	543
C. easier than my regular schoolwork	13	0	0	4	80	1	20	0	0	543	19	2	61	27	11	544	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	5	0	0	1	50	0	0	1	50	538	8	4	67	8	21	544	33	5	51	31	14	543
B. a few times a week	31	0	0	6	50	5	42	1	8	543	57	1	52	34	13	543	45	4	52	32	11	544
C. once a week	36	1	7	8	57	5	36	0	0	547	15	2	56	35	7	544	8	4	50	30	16	542
D. a few times a month	28	0	0	10	91	0	0	1	9	546	20	2	54	36	8	543	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	56	1	5	16	73	5	23	0	0	547	53	2	55	30	13	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	5	0	0	0	0	1	50	1	50	532	6	0	22	50	28	535	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	23	0	0	8	89	0	0	1	11	547	32	2	65	27	5	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	15	0	0	1	17	4	67	1	17	536	9	0	36	48	16	539	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	21	0	0	4	50	3	38	1	13	540	33	1	43	35	21	540	47	4	51	32	12	543
B. a few times a month	46	0	0	12	67	5	28	1	6	546	29	1	61	30	8	545	27	5	54	30	11	544
C. once a month	8	1	33	1	33	1	33	0	0	552	15	4	56	33	7	544	10	5	49	30	15	543
D. never or almost never	26	0	0	8	80	1	10	1	10	544	23	1	61	30	7	545	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	28	0	0	4	36	6	55	1	9	539	33	2	45	36	17	541	46	4	52	32	12	543
B. a few times a month	51	0	0	15	75	3	15	2	10	546	34	2	61	28	9	545	28	5	53	30	12	544
C. once a month	3	1	100	0	0	0	0	0	0	564	12	3	57	29	11	545	11	4	47	34	15	542
D. never or almost never	18	0	0	6	86	1	14	0	0	548	22	0	59	32	10	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										33	0	50	0	50	534						
B.	0										50	0	0	67	33	533						
C.	0										0											
D.	0										17	0	0	100	0	540						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number